

A graphic consisting of ten vertical black lines of varying heights. The lines on the left and right sides are shorter and curve inward at the top. The lines in the center are taller and converge towards a central point. Below this convergence, the lines enter a white circle with a thick black border.

Programs
Leading to
University of Toronto
Graduate Degrees in
Education
1966-67

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Instruction,
The Ontario Institute for Studies in Education,
344 Bloor Street West,
Toronto 4, Ontario

After July 31, 1966 that street address will be changed to:

102 Bloor Street West,
Toronto 5, Ontario

Programs
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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

It has been said of education that "Tomorrow is with us, and we are all set for yesterday."

In a major move toward meeting this challenge, The Ontario Institute for Studies in Education was established as a new college, under an independent board of governors, by an act of the Ontario Legislature in June, 1965. The Institute combines in an integrated structure the former Departments of Educational Research and Graduate Studies of the Ontario College of Education at Toronto, and, as of September, 1966, the Ontario Curriculum Institute.

The objects of the Institute are threefold:

- To study matters and problems relating to or affecting education;
- To communicate the findings of research to practitioners, and to assist in their implementation;
- To conduct graduate programs in education.

The Institute thus represents the recognition of the need to bring to bear substantially increased resources of staff and finances for the solution of educational problems, and for the preparation of increased numbers of promising men and women for leadership posts in education.

The Institute is organized into nine Divisions, each concerned with a particular field of education: Educational Administration, Adult Education, Applied Psychology, Curriculum Research and Instructional Techniques, Field Services, Educational Foundations, Information and Data Systems, Measurement and Evaluation, and Educational Planning. The facilities of the Institute enable advanced graduate students to be involved directly in research programs in their particular field of scholarly interest.

The Institute has entered into an agreement of affiliation with the University of Toronto for purposes of programs of study leading to University of Toronto graduate degrees in education. These programs emphasize underlying theory and research in the various fields of education, as well as the application thereof. The study program of candidates for graduate degrees in education may also include offerings from other graduate departments of the University.

Graduate courses in education are offered both in the regular academic year and in summer session. While it is possible to complete residence requirements for the M.Ed. degree through attendance at

summer sessions, varying periods of full-time study in regular sessions are required for other degrees. Certainly full-time study toward any graduate degree is much to be preferred to part-time study, and an increasing proportion of students are devoting themselves to full-time study at the Master's level. Since graduate students in education tend to be somewhat older than those in other fields, ordinarily having already spent some years working professionally in education, full-time study for many presents financial difficulties. Each year, however, additional amounts of financial assistance become available for outstanding students through scholarships, fellowships, and assistantships, as outlined on page 61.

ACADEMIC CALENDAR 1966-67

1966

March 1-31	Advance enrolment for the 1966 Summer Session. Preparatory reading assignments available.
April 18-29	Examinations, 1965-66 Regular Session.
May 27-June 7	Spring Convocation.
July 4	Summer Session Registration.
July 5	First lectures of the Summer Session.
July 20	Last day for receiving applications for 1966-67 after-hours classes.
August 11-13	Examinations, Summer Session.
September 19	Regular Session Registration — 10 a.m.
October 10	Thanksgiving Day. No lectures.
November 11	Remembrance Day Service.
November 25	Autumn Convocation.
December 21	Last lectures, Autumn Term.

1967

January 4	First lectures of the Winter Term.
March 1-31	Advance enrolment for the 1967 Summer Session. Preparatory reading lists available.
March 24	Good Friday.
April 14	Last lectures, Regular Session.
April 17-28	Examinations, 1966-67 Regular Session.
May 29-June 6	Spring Convocation.

ADMINISTRATIVE OFFICERS

THE UNIVERSITY OF TORONTO

<i>President</i>	C. T. BISSELL, M.A., Ph.D., D.Litt, LL.D., F.R.S.C.
<i>Provost</i>	M. ST. A. WOODSIDE, M.A., LL.D.
<i>Registrar</i>	R. ROSS, M.B.Ed., M.A.
<i>Chief Librarian</i>	R. H. BLACKBURN, M.A., B.L.S., M.S.

SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF TORONTO

<i>Dean</i>	E. SIRLUCK, M.B.E., M.A., Ph.D.
<i>Associate Dean, Division I</i> (including Educational Theory)	H. C. M. EASTMAN, A.M., Ph.D.
<i>Assistant Dean</i>	W. C. WINEGARD, M.A.Sc., Ph.D.
<i>Secretary</i>	MISS J. E. GORDON, B.A.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

<i>Director</i>	R. W. B. JACKSON, B.A., Ph.D., F.R.S.S.
<i>Coordinator of Studies</i>	W. G. FLEMING, B.A., Ed.D.
<i>Coordinator of Graduate Instruction</i> (Head, University of Toronto Graduate Department of Educational Theory)	G. E. FLOWER, M.A., Ed.D., F.C.C.T.
<i>Coordinator of Curriculum Projects and Special Services</i>	K. F. PRUETER, B.A., B.Paed., Ed.D.
<i>Executive Assistant, Graduate Instruction</i>	MISS MARGARET HAMBLY, B.A.
<i>Librarian</i>	MISS SHIRLEY WIGMORE, B.A., B.L.S.

TEACHING FACULTY FOR DEGREE PROGRAMS IN EDUCATION, 1966-67

(as of February, 1966)

- J. H. M. ANDREWS, B.A., Ph.D., *Professor of Education and Head, Division of Educational Administration*
- H. O. BARRETT, B.A., D.Paed., F.O.T.F., *Associate Professor of Educational Psychology, Ontario College of Education*
- C. L. BEDAL, B.A., M.Ed., *Assistant Professor of Guidance, Ontario College of Education*
- W. BREHAUT, M.A., Ed.D., *Professor of Education and Head, Division of Educational Foundations*
- B. S. CRITTENDEN, M.A., Ph.D., *Associate Professor of Education, Division of Educational Foundations*
- D. F. DADSON, B.A., B.Ed., *Dean, Ontario College of Education*
- H. I. DAY, M.A., Ph.D., *Associate Professor of Education, Division of Applied Psychology*
- V. R. D'OYLEY, B.A., Ed.D., *Professor of Education and Head, Division of Measurement and Evaluation*
- MISS M. E. D. ELLIS, B.A., B.A.Sc., M.Ed., *Lecturer in Education, Office of the Coordinator of Studies*
- W. G. FLEMING, B.A., Ed.D., *Professor of Education and Coordinator of Studies*
- G. E. FLOWER, M.A., Ed.D., F.C.C.T., *Professor of Education and Coordinator of Graduate Instruction*
- J. F. FLOWERS, B.P.H.E., Ed.D., *Professor of Education and Head, Division of Information and Data Systems*
- H. M. FOWLER, B.A., Ed.D., *Professor of Education and Director, Advanced Academic Recommendations, Ontario College of Education*
- T. B. GREENFIELD, B.A., Ph.D., *Associate Professor of Education, Division of Educational Administration*
- R. S. HARRIS, M.A., Ph.D., *Professor of Higher Education and Principal of Innis College*
- R. W. B. JACKSON, B.A., Ph.D., F.R.S.S., *Professor of Education and Director, The Ontario Institute of Studies in Education*

- MARION D. JENKINSON, B.A., Ph.D., *Professor of Education and Head, Division of Curriculum Research and Instructional Techniques*
- M. B. KATZ, A.B., A.M.T., Ed.D., *Assistant Professor of Education, Division of Educational Foundations*
- A. J. C. KING, B.P.E., M.Sc., Ed.D., *Assistant Professor of Education, Division of Field Services*
- R. M. LAXER, M.A., Ph.D., *Associate Professor of Education, Division of Applied Psychology*
- L. D. MCLEAN, M.A., M.S., Ph.D., *Assistant Professor of Education, Division of Measurement and Evaluation*
- D. R. OLSON, M.Ed., Ph.D., *Associate Professor of Education, Division of Applied Psychology*
- M. D. PARMENTER, M.A., *Professor of Guidance and Director of the Guidance Centre, Ontario College of Education*
- C. C. PITT, M.A., B.Paed., Ph.D., *Professor of Education, Office of the Coordinator of Graduate Instruction*
- K. F. PRUETER, B.A., B.Paed., Ed.D., *Professor of Education and Coordinator of Curriculum Projects and Special Services*
- E. BROCK RIDEOUT, B.A., M.Ed., *Associate Professor of Education, Division of Educational Administration*
- F. G. ROBINSON, B.A., Ph.D., *Professor of Education and Head, Division of Applied Psychology*
- H. H. RUSSELL, B.A., Ed.D., *Professor of Education and Head, Division of Field Services*
- J. G. SCOTT, B.A., Ed.D., *Assistant Professor of Education, Office of the Coordinator of Graduate Instruction*
- E. F. SHEFFIELD, M.A., Ed.D., F.C.I.S., F.R.C.G.S., *Professor of Higher Education*
- A. F. SKINNER, M.A., B.Sc., Ph.D., F.E.I.S., *Professor of Education, Ontario College of Education*
- G. E. TAIT, B.A., B.Paed., Ed.D., *Professor of Elementary Education, Ontario College of Education*
- A. M. TOUGH, M.A., Ph.D., *Assistant Professor of Education, Division of Adult Education*
- R. E. TRAUB, M.Ed., M.A., Ph.D., *Assistant Professor of Education, Division of Measurement and Evaluation*
- CICELY WATSON, M.A., Ph.D., *Professor of Education and Head, Division of Educational Planning*

VISITING INSTRUCTORS

In addition to regular members of the teaching faculty, the following will be assisting in the graduate program in 1966-67:

- A. W. BAILEY, M.A., M.Ed., Ph.D., *Nova Scotia Teachers' College, Truro, Nova Scotia*
- NORTON L. BEACH, B.B.A., Ed.D., *Professor of Education, Teachers College, Columbia University*
- JOAN E. BOWERS, M.A., Ed.D., *Inspector of Schools, Ontario Department of Education*
- MRS. CATHARINE CAMPBELL, M.S.W., *Chief Social Worker, Child and Adolescent Unit, Toronto Psychiatric Hospital*
- F. S. COOPER, B.A., B.Paed., M.Ed., *Superintendent of Public Schools, Scarborough Board of Education*
- N. J. CURTIS, B.A., M.Ed., *Principal, William Treadway Public School, Scarborough*
- MISS MARGARET GERRARD, B.A., M.Ed., *Reading Consultant, East York Board of Education*
- MISS VERA M. GOOD, M.A., Ed.D., *Inspector of Schools, Ontario Department of Education*
- M. F. GRAPKO, M.A., Ph.D., *Associate Professor and Acting Director, The Institute of Child Study*
- W. D. HALLS, M.A., Ph.D., *Department of Education, University of Oxford*
- A. W. HALPIN, M.A., Ph.D., *Professor of Education and Psychology, Washington University, St. Louis, Mo.*
- B. T. KEELER, B.Ed., M.A., Ph.D., *Principal, Jasper Place Composite High School, Edmonton, Alta.*
- R. L. LAMB, B.A., Ed.D., *Principal, Selwyn Public School, East York*
- MARCUS LONG, M.A., Ph.D., *Professor of Philosophy, University of Toronto*
- MR. P. A. MANUEL, B.A., M.Ed., *Chairman of Guidance Services, St. Andrew's Junior High School, North York*
- C. E. PHILLIPS, B.A., D.Paed., *Formerly Professor of Education and Director of Graduate Studies, Ontario College of Education*
- ROBERT PRUZEK, M.A., *Associate Professor of Education, State University of New York at Albany*
- B. J. QUARRINGTON, M.A., Ph.D., *Associate Professor of Psychology, and Assistant Professor of Psychiatry, Faculty of Medicine, University of Toronto*
- E. J. ROSEN, B.Sc., M.D., C.M., *Director, Child and Adolescent Unit, Toronto Psychiatric Hospital, and Assistant Professor of Psychiatry, Faculty of Medicine, University of Toronto*
- G. B. SINCLAIR, B.A., M.Ed., *Chairman of Guidance Services, Queensborough Junior High School, North York*
- R. R. WOOCK, M.A., Ed.D., *Assistant Professor of Education, Hunter College, New York*

GENERAL REQUIREMENTS FOR DEGREES

The Ontario Institute for Studies in Education offers, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Details concerning the various degree programs are outlined in the pages that follow. It should be noted that the staff and resources of the Institute are expanding rapidly, permitting the development of programs of considerable specialization in various fields of education. As indicated in the section Programs Leading to Specialization in Education (pages 17 to 34), several specialized programs are already carefully delineated; in other fields it is possible at this stage only to indicate the anticipated direction of development.

All graduate degree programs are subject to regulations of the School of Graduate Studies. What follows is an expansion of those regulations, as applied to graduate degree programs in education.

DEGREE OF MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level.

Admission Requirements

- A Bachelor of Arts or equivalent degree, either Honours or General, completed with second class standing or better in the final year, and acceptable to the Department of Educational Theory.
- A year of professional education for teaching, or the equivalent.
- At least one year of successful professional experience in education.

Program of Study

- Eight half-courses, selected in accordance with the requirements for one or another of the various M.Ed. programs as described on pages 17 to 34.* Where appropriate to a student's program, a full course in some other Graduate Department of the University may be included as two of the eight half-courses.
- Each applicant must declare his intended field of specialization at time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.
- The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. A full-time student could complete the requirements for the M.Ed. in one academic year and one summer; fully-employed part-time students are permitted to enrol for up to two half-courses in each summer session, and one half-course in each academic year.
- Ordinarily no courses can be credited toward the degree which were completed more than six calendar years earlier than the date of the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.
- Applicants who have credit for appropriate graduate courses in education at another university, beyond requirements for admission as an M.Ed. candidate, may be granted advanced standing for not more than two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Instruction, to plan an M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university.

* Students enrolled in University of Toronto B.Ed. or M.Ed. programs prior to the 1966 Summer Session are referred to the statement on page 65.

DEGREE OF MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the doctoral level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

Admission Requirements

- A Bachelor of Arts or equivalent degree, either Honours or General, completed with second class standing or better in the final year, and acceptable to the Department of Educational Theory. (Depending on the make-up of the degree, and the student's intended field of specialization at the Master's level, some prerequisite study may be required.)
- A year of professional education for teaching, or the equivalent.
- At least one year of successful professional experience in education.

OR

- An Ontario Honours Degree or equivalent, with second class standing or better in the final year, providing the degree was in a field relevant to the intended field of specialization in the Master's program.

A person without teacher education or professional experience who has completed an Ontario General Degree or equivalent with B standing or better, or a first or second class Ontario Honours Degree or equivalent in a field not directly relevant to the intended field of specialization in the Master's program, may be admitted to an M.A. program which ordinarily will include an additional year or equivalent of prescribed course work. This prerequisite study, as prescribed for the student's field of specialization in the light of his own particular background, may include both undergraduate and graduate courses.

Program of Study

Each applicant must declare his intended field of specialization at time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

- One academic year of full-time resident study. Prerequisite work, where required, may be taken part-time.
- Six half-courses, selected in accordance with requirements in the particular field of specialization, plus a thesis. Where appropriate to a student's program, a full course in some other Graduate Department of the University may be included as two of the six half-courses.
- Ordinarily no course work will be credited toward the degree which was completed more than six calendar years earlier than the date of the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.
- Applicants who have credit for appropriate graduate courses at another university beyond requirements for admission as an M.A. candidate, provided those courses were not credited toward another degree, may be granted advanced standing for not more than two half-courses in their M.A. program.

DEGREE OF MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the *Calendar of the School of Graduate Studies*.

DEGREE OF DOCTOR OF PHILOSOPHY

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the *Calendar of the School of Graduate Studies*. Information given below is a supplement to those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information concerning specialized fields of study and specific requirements for those fields see pages 17 to 34.

Admission Requirements

- The University of Toronto M.A. in Education or equivalent, with high standing. Ordinarily the M.A. will have been in the field of education in which the student proposes to pursue a Ph.D. program.

- Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include promising scores on the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations, reports on the Master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.
- The holder of the University of Toronto M.Ed. with high standing may be admitted to Ph.D. candidacy following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student. Normally it will include such course work and/or research training as may be required to lead to the completion of an independent research project, acceptable to the Department of Educational Theory, as a preliminary to a doctoral program. It is possible for such pre-doctoral study to be completed through summer and other part-time study.

Program of Study

Each applicant must declare his field of specialization at time of application. At that time he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

- Two academic years of full-time resident study, beyond the University of Toronto M.A. or equivalent.
- A Major (normally four half-courses in weight) in the student's field of specialization, and two Minors (normally each two half-courses or one full course in weight), at least one of which must be taken in another Graduate Department of the University.
- A thesis embodying the results of original investigation, conducted by the student under the direction of one or more members of the Department of Educational Theory named for the purpose by the Coordinator of Graduate Instruction. The thesis must constitute a significant contribution to the knowledge of the field of study. A student must declare the topic of his thesis

for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. If the Department has not been able to forward such an approved topic to the School of Graduate Studies by April 1, that academic year cannot be counted as one of the required years of residence.

- A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine both the adequacy of the thesis and of its defence by the candidate.
- An adequate knowledge of one other modern language in addition to English; ordinarily this will be French.

DEGREE OF DOCTOR OF EDUCATION

Since 1952 the Department of Educational Theory has offered programs leading to the degree of Doctor of Education. The purpose of this degree is primarily, though not exclusively, to meet the need for highly-qualified practitioners, with extensive background of theoretical knowledge and research in their field of education, for posts of leadership in school systems.

Detail concerning admission to candidacy and requirements of the program, for those students enrolled as Ed.D. candidates in the 1965-66 regular academic session or earlier, appears in the *Calendar of the School of Graduate Studies*, and in greater detail in the bulletin *Programs Leading to Graduate Degrees in Education 1965-1966* as published by the Ontario College of Education. Such students are also referred to the statement on page 66.

While since 1958 the requirement of full-time resident study in the Ed.D. program has been a minimum of one year, in practice increasing numbers of Ed.D. candidates have chosen to continue full-time study for a second year, since it has become clear that one year is simply not sufficient for a candidate to advance his studies to the point where he can in fact complete a satisfactory doctoral thesis away from the university and in the face of pressures of employment. The problem becomes all the more serious each year with the continued explosion of knowledge in all sub-fields, and the accompanying need for students in their thesis research to remain in close and continuous touch with the resources of the University, and in particular with appropriate faculty advisors.

Assuming that two years rather than one of post-master's study are required for the Ed.D., programs of specialization in the various fields (see pages 17 to 34) would be virtually the same for both Ed.D. and Ph.D. Accordingly, for the time being all new applicants for doctoral candidacy in the Department of Educational Theory will be considered for admission to a Ph.D. program rather than an Ed.D. program.

PROGRAMS LEADING TO SPECIALIZATION IN EDUCATION

Within each Division of the Ontario Institute for Studies in Education specialized degree programs in various sub-fields have been delineated and are described below. Applicants for admission to graduate study in education must declare their intended field of specialization at time of application; on acceptance they will be assigned to a faculty advisor for that particular field. With him they will block out an appropriate program of study in keeping with their professional interests and the specific requirements for the field of specialization in which they are working.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs as outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond with the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests tend *mainly* to lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF EDUCATIONAL ADMINISTRATION

(Head of the Division: Professor J. H. M. Andrews)

MASTER OF EDUCATION WITH SPECIALIZATION IN ADMINISTRATION

This program is designed primarily for persons seeking to prepare themselves for positions of leadership as practising school administrators in schools or school systems. Teacher education and experience is a requirement for admission.

The program consists of eight half-courses as follows:

1011 – Theories of Administration

1013-14 – Staff Organization in Educational Systems

1015-16 – Program Organization in Educational Systems

2060 – Descriptive Course in Research, Statistics and Measurement

Two elective half-courses, chosen with the individual's background and special interests in mind, and related to either the process of administration or to the purposes and programs of educational institutions.

MASTER OF ARTS WITH SPECIALIZATION IN ADMINISTRATION

This program is designed primarily for persons seeking advanced study including research training in educational administration. It is particularly recommended for students anticipating the possibility of further study at the doctoral level. Teacher education and experience is a requirement for admission.

In addition to a Master's thesis, the program consists of:

1011 – Theories of Administration

1013 – Staff Organization in Educational Systems

1015 – Program Organization in Educational Systems

2065 – Quantitative Procedures in Educational Research

2066 – Basic Statistics and Research Design

One elective half-course, related to the Master's thesis or to a field of intended specialization to be pursued at the doctoral level.

1097 – Master's Seminar in Administration (non-credit)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADMINISTRATION

In addition to the major thesis and other requirements as described on pages 14 to 16, the normal pattern of course requirements for this degree in the field of Educational Administration is as follows:

- A Major in Educational Administration:
3010-11-12 – Organization Theory Applied to Educational Systems
- A first Minor in Research Methods:
3021 – Research Seminar in Educational Administration
3051 – Symposium in Educational Administration
An appropriate advanced half-course in statistics and research design.
- A second Minor:
A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interest.

PROGRAMS OF SPECIALIZATION IN ADULT EDUCATION, AND IN THE STUDY OF HIGHER EDUCATION

(Although the Head of the Division of Adult Education is to be appointed, students especially interested in adult education may consult with Professor Allen Tough. Those especially interested in Higher Education may consult with Principal Robin S. Harris.)

ADULT EDUCATION

Programs of specialized study in adult education are available at both the master's and doctoral level. They are designed to further the competence of men and women whose professional interests include teaching, planning, or administration in programs of education or training for adults.

Such programs of specialized study are worked out largely on an individual basis in keeping with the student's background and interests. Basic courses are 1100 – Introduction to Adult Education, and 1101 – Adult Learning and Teaching; descriptions for these half-courses appear on page 38. 1152 – Individual Reading and Research in Adult Education is also available for specialized study in a sub-field of particular interest. The balance of an individual's degree program is worked out with his faculty advisor to include courses in administration, higher education, measurement, philosophy, psychology, or whatever else may be appropriate (including graduate work in other departments of the School of Graduate Studies) to further his particular scholarly pursuits.

An M.Ed. program with specialization in adult education may be completed by part-time study; both the M.A. and the Ph.D. require full-time resident study as outlined on pages 14 and 15.

Qualifications for admission to an M.Ed. program ordinarily include a year of teacher education, as well as a promising first university degree and at least a year of successful professional experience. However, since formal programs of teacher education for those working in the field of adult education have not been generally available, many experienced educators of adults have not had such a year of teacher education. Such students may be admitted to an M.Ed. program with specialization in adult education, but their program will ordinarily include two additional half-courses.

THE STUDY OF HIGHER EDUCATION

Two years ago Principal Robin S. Harris of Innis College was appointed Professor of Higher Education in the Department of Educational Theory. This was the first such appointment in any Canadian university and marked the establishment of higher education as a field for systematic graduate study. 3407-08 - Studies in the History of Higher Education in Canada will be offered as a graduate seminar in the 1966-67 regular academic session. This seminar will be open as an elective to degree candidates in the Department of Educational Theory or in other Departments of the School of Graduate Studies. For interested students, however, it may also constitute the core of an individualized degree program with specialization in the field of higher education.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF APPLIED PSYCHOLOGY

(Head of the Division: Professor F. G. Robinson)

The following specialized programs are offered under the Division of Applied Psychology:

- M.Ed. with specialization in applied psychology
- M.Ed. with specialization in guidance
- M.Ed. with specialization in special education
- M.A. with specialization in applied psychology
- Ph.D. with specialization in applied psychology

MASTER OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY

Programs under this degree are designed for (a) those who have a concern for the application of psychology to the educational enterprise in general, and (b) those who are preparing for a specialized position in this field such as psychometrician, assistant in psychological services, or educational assessment consultant.

Of the eight half-courses required, at least six should be selected from courses in the Division of Applied Psychology in consultation with the student's advisor.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE

The purpose of this program is to help meet the need for increasing numbers of well-prepared practitioners in the field of guidance. The program has been worked out with officials from the Ontario Department of Education such that, in addition to leading to the degree of Master of Education, it can also lead to Province of Ontario Guidance Certificates for Ontario teachers.

The program consists of eight half-courses as follows:

- 1260 - Introduction to Guidance
- 1201 - Child and Adolescent Psychology
- 1261 - Group Work in Guidance
- 1610 - Tests and Measurements for Guidance Personnel
- 1202-03 - Theories and Techniques of Counselling, with Practicum

Two elective half-courses, selected to meet the needs of the individual from a wide range of courses, including the following:

- 1205 – Individual Intellectual Assessment
- 1262 – Organization and Administration of Guidance Services
- 1263-64 – Research Seminar in Counselling
- 1265 – Advanced Work in Guidance
- 1284 – Behaviour Disorders in Relation to Education
- 2065 – Quantitative Procedures in Educational Research
- 2066 – Basic Statistics and Research Design
- Other appropriate courses and seminars.

Successful completion of the first six half-courses of the M.Ed. program above would qualify an experienced Ontario teacher for the Ontario Intermediate Guidance Certificate. Successful completion of the final two half-courses could lead to the Ontario Specialist Certificate in Guidance, as well as to the M.Ed. A brochure giving details concerning qualification for Ontario Guidance Certificates through graduate study in education is available from the Office of the Coordinator of Graduate Instruction.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The purpose of this program is to help meet growing demands for graduate level preparation of teachers of exceptional children.

The program consists of eight half-courses as follows:

1200 – Introduction to Educational Psychology

or

1201 – Child and Adolescent Psychology

1280 – Exceptional Children and Youth

1610 – Tests and Measurements for Guidance Personnel

Two half-courses selected from:

1281 – The Mentally Retarded and Slow Learner

1282 – The Physically Handicapped

1283 – Education of the Gifted

1284 – Behaviour Disorders in Relation to Education

1305 – Diagnosis and Remedial Instruction

Two half-courses selected from:

Courses not previously taken from above

1202-03 – Theories and Techniques of Counselling, with Practicum

1204 – Introduction to Personality Theory as Applied to Education

1205 – Individual Intellectual Assessment

1300 – Curriculum Development

1152 – Individual Reading and Research in Applied Psychology: Master's level

One elective unit.

In addition it is anticipated that a non-credit Seminar in Special Education will be introduced in the future as a requirement for candidates for the M.Ed. with specialization in special education.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY

Admission to the M.A. program ordinarily requires a background as follows:

1. Undergraduate courses in: (a) learning and motivation, (b) perception, (c) developmental psychology, (d) personality, (e) social psychology, (f) statistics and research design, (g) tests and measurements, or individual differences.
2. One graduate half-course in education from each of two of the following fields: (a) philosophy of education, (b) comparative education or history of education, (c) sociology of education.
3. Classroom teaching experience or appropriate supervised experience in working with teachers and pupils in a school setting. Under certain circumstances, the latter can be arranged during the M.A. year.

In addition to the Master's thesis, the M.A. program consists of six half-courses, as follows:

Two of 1206 – Seminar: Learning and Cognitive Processes in Education

1207 – Seminar: Motivation in Education

1208 – Seminar: Personality Development in Relation to Education

1209 – Seminar: Social Psychology and Education

Two appropriate half-courses in statistics and research design

Two relevant half-courses within the Department of Educational Theory, or one full course in another department of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY

In addition to the doctoral thesis and other requirements as described on pages 14 to 17, the normal requirements for this degree in the field of applied psychology are as follows:

- A Major, consisting of one of the 3200 series research seminars, plus one or two other supporting units.
- A first Minor, consisting of two relevant units within the Department of Educational Theory
- A second Minor, consisting of a full course in some other department of the School of Graduate Studies
- A candidacy examination may be required.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF CURRICULUM RESEARCH AND INSTRUCTIONAL TECHNIQUES

(Head of the Division: Professor Marion Jenkinson)

Programs in this Division are designed for students with particular interest in curriculum. By appropriate selection of courses in consultation with his faculty advisor, the student may specialize in various aspects of curriculum development, or in specific teaching fields, such as reading. Considerable latitude is left for the choice of electives, including appropriate courses in other departments of the School of Graduate Studies. It is anticipated that additional courses in the field of curriculum and instructional techniques will be offered in future years.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The program consists of eight half-courses as follows:

1300 – Curriculum Development

Either 1301 – Current Practices in Elementary Education

Or 1302 – Current Practices in Secondary Education

1100 – Introduction to Educational Psychology

1200 – Descriptive Course in Research, Statistics and Measurement

Four elective half-courses, chosen with the individual's background and interests in mind, and approved by his faculty advisor. These may be selected from course offerings in the Department of Educational Theory, or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

In addition to the Master's thesis, the program consists of six half-courses as follows, although the precise pattern may be varied when the student blocks out his individual program with his faculty advisor:

1300 – Curriculum Development

Either 1301 – Current Practices in Elementary Education

Or 1302 – Current Practices in Secondary Education

2065 – Quantitative Procedures in Educational Research

2066 – Basic Statistics and Research Design

Two electives.

In order to ensure a proper breadth of knowledge about education, candidates who are required to do a year of prerequisite course work for admission to the M.A. program (see page 13) will be expected to select up to four half-courses from other Divisions of the Department of Educational Theory.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

Doctoral candidates specializing in curriculum and instructional techniques must have demonstrated competence in teaching or appropriate field work for a period of *at least* two years.

In addition to the major thesis and other requirements as described on pages 13 to 17, the normal pattern of study for this degree is as follows:

- A Major in Curriculum:

 - 3300-01 – Research Seminar in Curriculum

 - Two additional half-courses to be selected

- A first Minor in this or another Division of the Department of Educational Theory, consisting of two half-courses to be selected.

- A second Minor:

 - A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF EDUCATIONAL FOUNDATIONS

(Head of the Division: Professor Willard Brehaut)

Educational Foundations includes the four fields of History of Education, Philosophy of Education, Sociology of Education, and Comparative Education. Specialized programs in Comparative Education are not yet available. For individual programs with concentration in Sociology of Education see page 30. Meanwhile the following programs are offered under the Division of Educational Foundations:

- M.Ed. with specialization in Educational Foundations
- M.A. with specialization in Educational Foundations
- Ph.D. with specialization in History of Education
- Ph.D. with specialization in Philosophy of Education

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL FOUNDATIONS

This program is designed to give students a balanced course of study in the fields which constitute Educational Foundations. The M.Ed. with specialization in Educational Foundations is intended as a degree for those who seek a scholarly background in Educational Foundations but who do not necessarily intend to proceed to more specialized and advanced study. However, by careful choice of electives, students may concentrate to some extent in history, philosophy or sociology if they so desire. Teacher education and experience are required for admission.

The program consists of eight half-courses as follows:

1401 - History of Educational Thought to 1750

1402 - History of European Education from 1750

1403 - History of Education in Canada

1430 - Introduction to the Philosophy of Education

Either 1460 - Comparative Education: The Western Tradition

Or 1482 - School and Society

Three elective half-courses, chosen with the student's background and special interests in mind, and approved by his

faculty advisor. These may include course offerings in the Department of Educational Theory, or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL FOUNDATIONS

This degree is a specialized degree in *either* history or philosophy of education, *or* in a combination of these fields. It is a research degree in its own right as well as the first step toward the Ph.D. with specialization in Educational Foundations.

In addition to the Master's thesis, the program consists of six half-courses, as follows:

1419 – Research Methods in Educational Foundations

1430 – Introduction to the Philosophy of Education

An approved full course in a related department of the School of Graduate Studies (for example, History, Philosophy, Sociology, Political Economy)

Two elective half-courses.

The program for each student must be worked out with his faculty advisor. Elective courses may be so selected as to allow for specialization in history or philosophy of education.

A normal requirement for admission is an honours undergraduate degree in the Ontario pattern or equivalent, in a field related to the student's intended specialization. Applicants with a general degree, or an honours degree in a field not directly related to Educational Foundations, may be admitted to an M.A. program which will include ordinarily a year or equivalent of prerequisite course work.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN THE HISTORY OF EDUCATION

In addition to the major thesis and other requirements as described on pages 14 to 17, the normal pattern of study for this degree is as follows:

- A Major in the History of Education, ordinarily consisting of four half-courses as worked out with the student's faculty advisor
- A first Minor: 3419 – Research Seminar in History of Education
- A second Minor: an appropriate full course in the Department of History of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN THE PHILOSOPHY OF EDUCATION

In addition to the major thesis and other requirements as described on pages 14 to 17, the normal pattern of study for this degree is as follows:

- A Major in the Philosophy of Education, ordinarily consisting of four half-courses as worked out with the student's faculty advisor
- A first Minor: 3419 - Research Seminar in the History of Education
- A second Minor: an appropriate full course in the Department of Philosophy of the School of Graduate Studies.

M.Ed., M.A., AND Ph.D. WITH CONCENTRATION IN SOCIOLOGY OF EDUCATION

Full programs in this special field are being developed but are not yet available.

However, special programs leading to any of the three degrees can be worked out for individual students concentrating in Sociology of Education. Such programs would include courses in the Sociology of Education as listed on pages 49 to 50, together with related courses in the Department of Educational Theory or in other departments of the School of Graduate Studies, appropriate to the individual's particular interests and background. The staff of the Division of Educational Planning, headed by Professor Cicely Watson, works closely with the Division of Educational Foundations in the field of Sociology of Education.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF INFORMATION AND DATA SYSTEMS

(Head of the Division: Professor J. F. Flowers)

Full programs of specialization in this field are not yet available. Certain courses are offered, however, which are designed not only for the student with a primary interest in information and data systems as applied to education, but also for students in other fields whose studies are likely to involve the use of computers in the solution of research problems. See page 55 for a description of 4055 - Computer Solutions to Research Problems, and 4056 - Research Seminar on Information Processing in Education. Education 1370 - Programmed Instruction is also offered in the Division of Curriculum Research and Instructional Techniques.

In addition various graduate courses under the University of Toronto's Institute of Computer Science may be included in an individualized program for a student seeking specialization in this field. Examples are Languages for Computer Programming, and Business Data Processing.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF MEASUREMENT AND EVALUATION

(Head of the Division: Professor V. R. D'Oyley)

Programs in this Division are designed to prepare students for posts of specialized responsibility in measurement and evaluation.

MASTER OF EDUCATION WITH SPECIALIZATION IN MEASUREMENT AND EVALUATION

The program consists of eight half-courses, as follows:

Either 2065 – Quantitative Procedures in Educational Research, and

2066 – Basic Statistics and Research Design

Or 2060 – Descriptive Course in Research, Statistics, and Measurement, and a related half-course to be selected

Two half-courses in measurement and evaluation, selected to suit the student's background and objectives, from those listed on pages 52 and 53.

One appropriate half-course in the Division of Applied Psychology or in the Division of Curriculum Research and Instructional Techniques

Three elective half-courses, as approved by the student's advisor. These may be selected from among the courses offered by the Institute or by another graduate department, e.g., the Department of Computer Science

MASTER OF ARTS WITH SPECIALIZATION IN MEASUREMENT AND EVALUATION

In addition to the thesis, the program will ordinarily consist of six half-courses, as follows:

2065 – Quantitative Procedures in Educational Research

2066 – Basic Statistics and Research Design

Two half-courses in measurement and evaluation

One appropriate half-course in psychology or curriculum

One elective half-course, probably in statistics

M.A. candidates will also be required to attend a non-credit seminar designed (a) to consider some questions of the philosophy of education and (b) to provide a working knowledge of computer programming of measurement problems.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN MEASUREMENT AND EVALUATION

In addition to the major thesis and other requirements as described on pages 14 to 17, the normal pattern of study for this degree is as follows:

- A Major in Measurement and Evaluation, normally consisting of three or four of the following:

2067 - Intermediate Statistics and Research Design

3602 - Factor Analysis and Its Application to Measurement

3604 - Research Seminar in Measurement

3605 - Theory and Practice of Test Construction

4055 - Computer Solutions to Research Problems

- A first Minor in another Division, consisting of two half-courses to be selected

- A second Minor:

A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

PROGRAMS OF SPECIALIZATION IN THE DIVISION OF EDUCATIONAL PLANNING

(Head of the Division: Professor Cicely Watson)

Full programs of specialization in the field of planning are not yet available; it is anticipated that they will be developed as expanding staff and other resources permit.

However, for the student especially interested in advanced study in the field of planning as related to education an individualized program may be worked out, including selected half-courses in Educational Theory and appropriate courses in other departments of the School of Graduate Studies. The staff of the Division of Educational Planning also works closely with the Division of Educational Foundations in the field of Sociology of Education.

COURSES OF INSTRUCTION

Courses of instruction, described below, are grouped according to the Division of The Ontario Institute for Studies in Education with which they are identified. Each is offered as one-half of a full graduate course, except where a double number (such as 1013-14) is indicated.

Two half-courses constitute a full-time program in the summer session, six half-courses a full-time program in the regular academic session. Each course meets ordinarily for one and one-half class hours weekly in the regular academic session, or for three hours where it is concentrated in the first half or the second half of the regular academic session. In summer session each course meets for one and one-half class hours Mondays through Fridays.

A student's eligibility for enrolment in any course is subject to the approval of his faculty advisor and the Coordinator of Graduate Instruction.

Numbering of Courses

Less advanced courses (usually, though not necessarily, at the Master's level) are numbered under 3000; more advanced courses (frequently, though not necessarily, at the doctoral level) are numbered from 3000 up. The first two digits in a course number signify the Division of the Institute with which it is identified, as follows:

Division of Educational Administration	10-- , and 30--
Division of Adult Education	11-- , and 31--
Division of Applied Psychology	12-- , and 32--
Division of Curriculum Research and Instructional Techniques	13-- , and 33--
Division of Educational Foundations	14-- , and 34--
Division of Measurement and Evaluation	16-- , and 36--
Courses to serve all fields	20-- , and 40--

DIVISION OF EDUCATIONAL ADMINISTRATION

A course is identified with this Division when the first two digits in the course number are 10 or 30.

1011 THEORIES OF ADMINISTRATION

The organizational and institutional setting of administration. Classical organization theory, the scientific management movement, human relations in administration, and the current field of study. Major emphasis is placed upon modern organization theory including such concepts as system, formal organization, bureaucratic structure, power, communication, and social control.

(Professor G. E. Flower, Regular Session;
Professor A. W. Halpin, Summer Session)

1013 STAFF ORGANIZATION IN EDUCATIONAL SYSTEMS

Current behavioural theory and research with application to problems in staffing, supervision, and in-service education. Included are such topics as recruitment, selection, placement, leadership, organizational climate, planned change, and group decision making. A practicum stressing techniques supplements the lectures.

(Professors T. B. Greenfield and J. G. Scott;
Regular Session only)

1013-14 STAFF ORGANIZATION IN EDUCATIONAL SYSTEMS

As described for 1013, with more extensive treatment of areas of application.

(Professors T. B. Greenfield and J. G. Scott;
Regular Session and Summer Session)

1015 PROGRAM ORGANIZATION IN EDUCATIONAL SYSTEMS

The organizational aspects of developing and implementing educational programs for schools and school systems. Included are such topics as classification and grouping of pupils, reporting, promotion, time-tabling, modified grade structure, team teaching, utilization of teaching staff, extra-curricular programs, procedural routines, discipline. Attention is also given to school-community relationships and to the bearing that political and economic issues have upon school programs. A practicum stressing techniques supplements the lectures.

(Professors J. H. M. Andrews and K. F. Prueter;
Regular Session only)

1015-16 PROGRAM ORGANIZATION IN EDUCATIONAL SYSTEMS

As described for 1015, with more extensive treatment of program areas.

(Professors J. H. M. Andrews and K. F. Prueter,
Regular Session;

Dr. Bernard Keeler and Professor K. F. Prueter,
Summer Session)

1017 EDUCATIONAL FINANCE

Sources of revenue and distribution of funds at the various levels of government.

(Professor E. B. Rideout; Regular Session only)

1019 FORMAL ORGANIZATION OF EDUCATIONAL SYSTEMS

Structural and legal aspects of central and local school systems in Ontario, with references to other provinces of Canada and other countries.

(Professor E. B. Rideout, Regular Session;
Dr. R. L. Lamb, Summer Session)

1052 INDIVIDUAL READING AND RESEARCH IN ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1097 SEMINAR IN ADMINISTRATION: MASTER'S LEVEL

A non-credit seminar for examining problems related to student research.

**3010-11 ORGANIZATION THEORY APPLIED TO
-12 EDUCATIONAL SYSTEMS**

A seminar drawing upon insights from sociology, psychology, political science and economics, to provide a basis for diagnosing and approaching solutions to administrative problems in school organizations. Restricted to doctoral candidates in educational administration.

(Professors J. H. M. Andrews and T. B. Greenfield;
Regular Session only)

3021 RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar for examining specialized research methods, studying topics under investigation in the Division's re-

search program, and identifying problems for student investigation. Restricted to students in the first year of the doctoral program.

(Professor T. B. Greenfield, Regular Session only)

3051 SYMPOSIUM IN EDUCATIONAL ADMINISTRATION

An advanced symposium for interchanging knowledge among students engaged in their doctoral research. Restricted to students in the second year of the doctoral program.

(Professor J. H. M. Andrews; Regular Session only)

3052 INDIVIDUAL READING AND RESEARCH IN ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052.

Courses under development in the Division of Educational Administration include the following:

Theory Seminar in Educational Administration

Applied Organization Theory in Education

Economic Problems in Educational Administration

Community Studies and Educational Administration

The Government and Politics of Education

DIVISION OF ADULT EDUCATION

A course is identified with this Division when the first two digits in the course number are 11 or 31.

1100 INTRODUCTION TO ADULT EDUCATION

A critical examination of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education. Selected problems in mass media and communications.

(Professor A. M. Tough,

Regular Session and Summer Session)

1101 ADULT LEARNING AND TEACHING

Psychological development during adulthood, including abilities, motivation, interests, career, and family. Principles of adult learning; the process of self-teaching; adult

guidance. Analysis of teaching methods, demonstration and discussion of specific techniques; planning educational programs for adults.

(Professor A. M. Tough,
Regular Session and Summer Session)

**1152 INDIVIDUAL READING AND RESEARCH IN
ADULT EDUCATION: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**3152 INDIVIDUAL READING AND RESEARCH IN
ADULT EDUCATION: DOCTORAL LEVEL**

Description as for 1152.

**DIVISION OF APPLIED
PSYCHOLOGY**

A course is identified with this Division when the first two digits in the course number are 12 or 32.

1200 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
Analysis and application of principles of learning, motivation, and social behaviour in school situations.

(Staff in Applied Psychology,
Regular Session and Summer Session)

1201 CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

(Staff in Applied Psychology, Regular Session;
Professor M. F. Grapko, Summer Session)

**1202-03 THEORIES AND TECHNIQUES OF COUNSELLING,
WITH PRACTICUM**

The course will be concerned with current theories of counselling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared.

Various techniques employed in school counselling will be considered. The emphasis will be on counselling of "normal" elementary, secondary, or post-secondary school students as they confront problems within a broad range of normalcy. A major part of the course will be a supervised practicum involving field work in guidance departments in schools and other agencies.

(Professor R. M. Laxer and associates,
Regular Session and Summer Session)

**1204 INTRODUCTION TO PERSONALITY THEORY AS
APPLIED TO EDUCATION**

The relationship between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories – perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

(Staff in Applied Psychology, Regular Session;
Professor B. J. Quarrington, Summer Session)

1205 INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence. The administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques.

(Professor C. C. Pitt and associates,
Regular Session and Summer Session)

**1206 SEMINAR: LEARNING AND COGNITIVE
PROCESSES IN EDUCATION**

Learning theories and their relevance to the classroom situation. Examination and comparison of current theories and research on cognitive processes.

(Professor F. G. Robinson; Regular Session only)

1207 SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary motivational theorizing, including neurophysiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration and aggression.

(Professor R. M. Laxer; Regular Session only)

- 1208 SEMINAR: PERSONALITY DEVELOPMENT IN
RELATION TO EDUCATION
- An examination of research into various aspects of personality and behaviour modification, including studies of psychotherapy and the conditioning therapies.
(Staff in Applied Psychology; Regular Session only)
- 1209 SEMINAR: SOCIAL PSYCHOLOGY AND
EDUCATION
- Among the topics included are: the socialization of the child, roles and stereotypes, language and thought, the achievement motive, organization and change of attitudes, group dynamics, and the acquisition of morality.
(Staff in Applied Psychology; Regular Session only)
- 1210 THE LEARNING OF MATHEMATICAL CONCEPTS
- The nature of mathematical structures; the relationship of contemporary theories of cognition and intellectual processes to the learning of structured material; affective states and rational behaviour; developmental states in thought processes; current research.
(Professor F. G. Robinson; Regular Session only)
- 1252 INDIVIDUAL READING AND RESEARCH IN
APPLIED PSYCHOLOGY: MASTER'S LEVEL
- Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
- 1260 INTRODUCTION TO GUIDANCE
- A course for students without previous experience or formal study in guidance. Basic principles and current practices in school guidance work. Brief consideration given to the student inventory service; standardized group tests; statistical concepts; interview procedures; group work related to guidance; educational and occupational information; placement; follow up. Provides for the principal, inspector or teacher an overall picture of what is required in an adequate program of school guidance services at elementary and secondary levels. Offers sufficient acquaintanceship with tools and techniques to enable the teacher to take some part in and benefit from any program

of guidance services operating in his school. Satisfactory completion of this course (or equivalent) is required for admission to certain other more advanced guidance courses listed in this bulletin.

(Professor C. L. Bedal, Regular Session;
Professor Bedal and Mr. P. A. Manuel, Summer Session)

1261 GROUP WORK IN GUIDANCE

Theory and practice in group procedures related to remedial, preventive, and developmental aspects of guidance in elementary and secondary schools. Teaching Group Guidance (Careers) as a subject aimed at the development of self-guidance skills, with special reference to areas such as orientation to school; improvement of work methods (particularly learning procedures); spare-time activities; educational and occupational planning; self-understanding; wise management of personal resources, etc. Organizing and conducting career seminars, plant visits, career days, etc. Group guidance work with parents and out-of-school youth. Assembling, evaluating and organizing educational, occupational, and industrial information for use in connection with group or individual sessions and in other ways.

Prerequisite: 1260 - Introduction to Guidance, or equivalent.

(Professor M. D. Parmenter, Regular Session;
Professor Parmenter and Mr. G. B. Sinclair, Summer Session)

1262 ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers. Principles, problems and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system or a constellation of schools within such a system. Particular attention will be given topics such as: functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance testing programs; information services; placement and follow-up activities.

Prerequisites: 1260 or Ontario first Certificate in Guidance, 1261, 1202-03, and 1610, Tests and Measurements for Guidance Personnel (or equivalent courses).

(Professor M. D. Parmenter; Regular Session)

1263-64 RESEARCH SEMINAR IN COUNSELLING

A seminar devoted to an examination of current periodical research reports on individual and group counselling, and of current research in the Division.

(Staff in Applied Psychology; Regular Session only)

1265 ADVANCED WORK IN GUIDANCE

Intensive study, for students specializing in guidance, of selected problems, practices, and possible innovations related to such matters as educational, occupational and industrial information; guidance services in other than elementary or secondary school settings; group work in guidance; audio-visual aids, tests and inventories for use in guidance. The applicant will be expected to outline the proposed direction of his study. Approval will be dependent, among other things, on availability of staff members to assist, and of facilities necessary to enable the student to pursue his study at an advanced level.

Prerequisites: as for 1262.

(Staff in Applied Psychology; Regular Session only)

1280 EXCEPTIONAL CHILDREN AND YOUTH

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: on the one hand the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, and the mental defective; and on the other hand the intellectually gifted.

(Professor C. C. Pitt and associates,
Regular Session and Summer Session)

1281 THE MENTALLY RETARDED AND SLOW LEARNER

Identification; intellectual, physical, social and emotional development. Curriculum development; special instructional procedures; programs in regular classes, special classes and special schools. Counselling of parents and pupils. Supervised field study of eight half-days will be included.

(Staff in Applied Psychology, Regular Session;
Dr. Joan E. Bowers, Summer Session)

1282 THE PHYSICALLY HANDICAPPED

The psychology of children and youth with such types of disability as impaired vision, impaired hearing, defective

speech, crippling conditions, epilepsy, chronic medical disorders, multiple handicaps. Psychological and medical bases of adjustments in curriculum and instructional methods. Educational programs in regular classes, special classes, hospitals and the home. Emotional and social adjustment. Counselling of parents and pupils. Supervised field study of eight half-days will be included.

(Staff in Applied Psychology; Regular Session only)

1283 EDUCATION OF THE GIFTED

Identification; intellectual, physical, social and emotional development. Curriculum development; special instructional procedures; programs in regular classes, special classes and special schools. Counselling of parents and pupils. Supervised field study of eight half-days will be included.

(Staff in Applied Psychology, Regular Session;
Dr. Vera Good, Summer Session)

1284 BEHAVIOUR DISORDERS IN RELATION TO EDUCATION

The range of behaviour disorders in children and youth: e.g. neurotic behaviour, organic conditions, psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations and readings.

(Professor E. J. Rosen and Mrs. C. Campbell,
Regular Session and Summer Session)

3200-01 RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES

(Professor F. G. Robinson and associates;
Regular Session only)

3202-03 RESEARCH SEMINAR AND PRACTICUM IN COUNSELLING PSYCHOLOGY

(Staff in Applied Psychology; Regular Session only)

3204-05 RESEARCH SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

(Professor R. M. Laxer and associates;
Regular Session only)

3206 PERSONALITY ASSESSMENT: OBJECTIVE TESTS AND PROJECTIVE TECHNIQUES

(Staff in Applied Psychology; Regular Session only)

DIVISION OF CURRICULUM RESEARCH AND INSTRUCTIONAL TECHNIQUES

A course is identified with this Division when the first two digits of the course number are 13 or 33.

1300 CURRICULUM DEVELOPMENT

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction.

(Staff in Curriculum Research,
Regular Session and Summer Session)

1301 CURRENT PRACTICES IN ELEMENTARY EDUCATION

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programs.

(Staff in Curriculum Research, Regular Session;
Mr. F. S. Cooper, Summer Session)

1302 CURRENT PRACTICES IN SECONDARY EDUCATION

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

(Staff in Curriculum Research,
Regular Session and Summer Session)

1303 THE PROCESSES OF READING

The study of the auditory, visual, neurological, perceptual, cognitive and emotional processes which contribute to the reading process. The development of teaching techniques as they apply to the reading curriculum at the elementary, high school and college level.

(Professor Marion Jenkinson; Regular Session only)

1304 CURRICULUM FOR LANGUAGE DEVELOPMENT

The development of a school curriculum for language in the light of the contributions from linguistics, semantics, philosophy (ordinary language), psycholinguistics and child psychology, and research in education.

(Professor Marion Jenkinson; Regular Session only)

- 1305 DIAGNOSIS AND REMEDIAL INSTRUCTION**
 Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.
 (Staff in Curriculum Research, Regular Session; Miss Margaret Gerrard, Summer Session)
- 1306 HISTORICAL DEVELOPMENT OF MATHEMATICAL THOUGHT**
 A course for teachers of mathematics, with particular reference to the concept of number and its applications in the teaching of mathematics in the schools. Historical development of number systems, and some current implications.
- 1352 INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTIONAL TECHNIQUES: MASTER'S LEVEL**
 Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
- 1370 PROGRAMMED INSTRUCTION**
 Theories underlying various approaches to programming, including computer-based instruction; techniques of evaluating programmed instructional materials.
 (Professor J. F. Flowers, Regular Session and Summer Session)
- 3300-01 RESEARCH SEMINAR IN CURRICULUM**
 Current research on curriculum development theory and practice. Reports and discussions by students and staff to provide experience in the selection and evaluation of research problems and procedures.
 (Professor Marion Jenkinson and associates; Regular Session only)
- 3352 INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTIONAL TECHNIQUES: DOCTORAL LEVEL**
 Description as for 1352.

DIVISION OF EDUCATIONAL FOUNDATIONS

A course is identified with this Division when the first two digits in the course number are 14 or 34.

1401 HISTORY OF EDUCATIONAL THOUGHT TO 1750

A study of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries, and of the immediate forerunners of modern education in the seventeenth century.

(Staff in Educational Foundations;
Regular Session only)

1402 HISTORY OF EUROPEAN EDUCATION FROM 1750

A study of the relation of theory and practice in the modern period. The course will explore the ideas of thinkers on education (such as Herbart and Pestalozzi) and their impact on educational practice. Consideration will be given to the relation between educational and political and social questions including nationalism, church-state relations and similar considerations.

(Staff in Educational Foundations, Regular Session;
Dr. W. D. Halls, Summer Session)

1403 HISTORY OF EDUCATION IN CANADA

This course will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of curriculum and methods, of teacher education, and other aspects of education to be decided in class.

(Professor Willard Brehaut,
Regular Session and Summer Session)

- 1405 HISTORY OF EDUCATION IN GREAT BRITAIN**
 A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.
 (Professor A. F. Skinner,
 Regular Session and Summer Session)
- 1419 RESEARCH METHODS IN EDUCATIONAL FOUNDATIONS**
 A basic course in research methods to include general consideration of the nature of research and steps in research procedure. Specific problems such as the treatment of documentary evidence, the use of historical method and the nature of philosophical analysis will be included.
 (Staff in Educational Foundations;
 Regular Session only)
- 1430 INTRODUCTION TO THE PHILOSOPHY OF EDUCATION**
 This course is based largely on the philosophical analysis of educational concepts with special reference to recent discussions in the theory of knowledge.
 (Professor B. S. Crittenden,
 Regular Session and Summer Session)
- 1432 INDIVIDUAL PHILOSOPHERS ON EDUCATION FROM 1750 TO THE PRESENT**
 A careful study of the educational theories of several great philosophers, including Rousseau, Herbart, Froebel and Dewey.
 (Staff in Educational Foundations; Regular Session only)
- 1452 INDIVIDUAL READING AND RESEARCH IN FOUNDATIONS: MASTER'S LEVEL**
 Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1460 COMPARATIVE EDUCATION: THE WESTERN TRADITION

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other Western countries as time may permit or as the interest of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical and other factors which have fashioned the development of these systems.

(Professor A. F. Skinner, Regular Session;
Dr. W. D. Halls, Summer Session)

1480-81 SOCIOLOGY OF EDUCATION

An introduction to the sociology of education for students following a program of concentration in this field. Consideration will be given to such topics as: the work setting – school status and authority systems; the teacher in the school setting – models of the job, types and stages of careers; the community setting – social class, ethnic and religious groups in relation to the school; social change and the school – the impact of technology, patterns of community growth.

(Staff in Educational Planning; Regular Session only)

1482 SCHOOL AND SOCIETY

An introduction to the sociology of education for students other than those following a program of concentration in this field. Consideration will be given to such topics as social structure and the role of the school, educational policy and social policy.

(Professor Cicely Watson, Regular Session;
Professor R. R. Woock, Summer Session)

3407-08 STUDIES IN THE HISTORY OF HIGHER EDUCATION IN CANADA

Studies in the development of Canadian universities, with reference also to professional schools, teachers' colleges, technical institutes, etc., in the context of comparable developments elsewhere in the English and French-speaking worlds.

(Professors R. S. Harris and E. F. Sheffield;
Regular Session only)

3419 RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

This seminar is required of all doctoral students in the History of Education. Included will be a consideration of specific problems in documentary research, a review of the methods of historical research, a discussion of concepts and current directions in the philosophy of history and a detailed study of the historiography of social and educational history, particularly with regard to Canada.

(Professor Willard Brehaut and associates;
Regular Session only)

3432 MODERN THINKERS AND EDUCATIONAL ISSUES

A study in current educational ideas with special emphasis on particular thinkers and movements. The emphasis for 1966-67 will be on Existentialism and Education.

(Staff in Educational Foundations, Regular Session;
Professor Marcus Long, Summer Session)

3452 INDIVIDUAL READING AND RESEARCH IN FOUNDATIONS: DOCTORAL LEVEL

Description as for 1452.

3489-90 RESEARCH SEMINAR IN THE SOCIOLOGY OF EDUCATION

(Professor Cicely Watson and associates;
Regular Session and Summer Session)

Courses under development in the Division of Educational Foundations include the following:

History of Education in the U.S.A.

Studies in the History of Canadian Education

Studies in the History of Ontario Education

Introduction to the Theory of Knowledge and Its Importance in Education

Doctoral Seminar in Educational Philosophy

Education and National Development

SPECIAL COURSES FOR B.ED. CANDIDATES

The Division of Educational Foundations will continue to offer the following courses in the 1966 Summer Session and the 1966-67 Regular Session, for students already embarked on a B.Ed. program prior to the 1966 Summer Session. (See statement on page 65.)

Unit 101 OUR EUROPEAN HERITAGE

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A study of recent educational thought in Europe, with special reference to educational provision in Britain in the last two centuries: rapidly changing social conditions; increasing State intervention; growth, features and problems of the national system of education in England today.

(Professor A. F. Skinner and associates,
Regular Session and Summer Session)

Unit 102 OUR NORTH AMERICAN BACKGROUND

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establishment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Concomitant references to the development of public education in the United States.

(Professor Willard Brehaut and
Dr. A. W. Bailey, Summer Session;
Professor Brehaut and associates, Regular Session)

DIVISION OF MEASUREMENT AND EVALUATION

A course is identified with this Division when the first two digits in the course number are 16 or 36.

Several courses under the Division of Applied Psychology (cf. 1205, 3206), as well as those listed on pages 54 and 55, are also especially relevant to the field of measurement and evaluation.

1600 INTRODUCTION TO STANDARDIZED TESTING

A course for teachers and administrators on the selection and evaluation of aptitude and achievement tests, the administration of such tests, and the interpretation and application of the results. Survey and diagnostic tests; the use of test scores in promotion, streaming, and selection of students.

(Professor V. R. D'Oyley,
Regular Session and Summer Session)

1601 MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL

A course directed toward improvement in the measurement of school achievement in the elementary grades. It includes study of the relationship between educational objectives and measurement, consideration of the relative advantages of various approaches to the measurement of achievement, and practice in constructing and standardizing tests in different subject fields.

(Professor H. M. Fowler,
Regular Session and Summer Session)

1602 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL

A course for secondary school teachers and administrators parallel to 1601. If class size warrants, separate courses may be offered with emphasis on measurement of achievement in mathematics (1602), science (1603), and English (1604).

(Staff in Measurement and Evaluation;
Regular Session only)

1610 TESTS AND MEASUREMENTS FOR GUIDANCE PERSONNEL

This course is designed for the guidance worker. Included is treatment of theoretical concepts of measurement, to-

gether with a survey of available tests of aptitude, personality, attitudes, and interest inventories: their construction, strengths and weaknesses, and utility in a guidance program.

(Staff in Measurement and Evaluation,
Regular Session;
Professor Robert Pruzek, Summer Session)

**1652 INDIVIDUAL READING AND RESEARCH IN
MEASUREMENT: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

**3602 FACTOR ANALYSIS AND ITS APPLICATION TO
MEASUREMENT**

Introduction to matrix algebra; analysis of covariance and correlation matrices by the method of principal components. Study of canonical factor models after Rao and Harris, Guttman's image analysis and Kaiser and Caffrey's alpha factor analysis. Rotation to include only analytic rotations such as Varimax. Execution of analyses on the computer.

(Professor L. D. McLean; Regular Session only)

3604 RESEARCH SEMINAR IN MEASUREMENT

The exploration of a variety of measurement problems, including more recent views on reliability, validity (e.g. Ebel's) and true score, item selection, and test planning models.

(Staff in Measurement and Evaluation;
Regular Session only)

**3605 THEORY AND PRACTICE OF TEST
CONSTRUCTION**

A laboratory course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results.

(Staff in Measurement and Evaluation;
Regular Session only)

**3652 INDIVIDUAL READING AND RESEARCH IN
MEASUREMENT: DOCTORAL LEVEL**

Description as for 1652.

COURSES TO SERVE ALL FIELDS

Courses in this category are service courses, designed to provide needed technical skills for study in a variety of special fields.

2060 DESCRIPTIVE COURSE IN RESEARCH, STATISTICS, AND MEASUREMENT

This course is designed primarily for the practitioner in education who needs to make use of the research reports of others, but does not plan himself to engage actively in the conduct of research. It deals with fundamental concepts of quantitative research procedures, and provides an introduction to the terminology of measurement and statistics. No special prior training in mathematics is required. (This course may not be taken for credit by students who have already completed any of the graduate units offered prior to the 1966 Summer Session in measurement, statistics, and research.)

(Professor H. H. Russell,
Regular Session and Summer Session)

2065 QUANTITATIVE PROCEDURES IN EDUCATIONAL RESEARCH

This course is intended as the first stage in the development of skills needed for thesis work at the Master's level where quantitative research procedures are appropriate. It is also a first step in a specialized program in educational statistics or educational measurement. It should be completed not later than the first half-year of an M.A. program. It deals with principles of scientific reasoning, basic concepts involved in quantitative research, steps in the formulation and solution of an educational research problem, and principles of elementary descriptive statistics and measurement. While no special prior training in mathematics is required, a moderate degree of aptitude for quantitative reasoning is expected. Credit will be given for only one of courses 2060 and 2065. (Students who have already completed one course in elementary statistics or one course in research methods, but not both, prior to the 1966 Summer Session, may nevertheless take this course for credit. During the 1966 Summer Session the course will be so offered as to permit students who have already covered the equivalent of one part of the course to work at more advanced topics in order to avoid repetition of work already completed.)

(Professor W. G. Fleming; first half-year of the
Regular Session, and Summer Session)

2066 BASIC STATISTICS AND RESEARCH DESIGN

This course is the normal sequel to 2065, and should follow immediately for M.A. candidates planning a thesis based on quantitative procedures. It deals with further descriptive statistical measures such as skewness and kurtosis, and involves a more thorough treatment of bivariate analysis, an introduction to multivariate analysis, and a definition of theoretical distributions of population variables. It presents principles of experimental design, and procedures for testing hypotheses involving proportions, frequencies, means, and variances. Some uses of such devices as the t-test, the chi square test, and analysis of variance and covariance. (Students who have already completed former Unit 243 - Intermediate Statistics may not take this course for credit.)

(Professor H. H. Russell;
second half-year of the Regular Session only)

2067 INTERMEDIATE STATISTICS AND RESEARCH DESIGN

This course is designed primarily for doctoral candidates planning a thesis based on quantitative procedures. It involves more advanced treatment of topics included in 2066, including multivariate analysis, curvilinear correlation, measures of relationship, and estimation.

(Professor L. D. McLean;
Regular Session and Summer Session)

4055 COMPUTER SOLUTIONS TO RESEARCH PROBLEMS

Current techniques of processing research data in education, including consequent changes in research design and practices. Students will be expected to make use of computing facilities in the solution of typical problems.

(Professor J. F. Flowers; Regular Session only)

4056 RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems.

(Professor J. F. Flowers; Regular Session only)

GENERAL INFORMATION

Application and Registration

Applications for admission to M.A. or Ph.D. programs must be submitted before June 15 for September registration. Applications received after August 20 will not be considered. Application forms may be obtained from the Secretary of the School of Graduate Studies, University of Toronto, 65 George Street, Toronto 5. In many cases, before formal submission of such application forms prospective students will have been in touch with the office of the Coordinator of Graduate Instruction at the Ontario Institute for Studies in Education, for purposes of establishing likelihood of their admissibility to a given program.

Application forms for admission or re-enrolment in M.Ed. or Ed.D. programs, and for completion of a B.Ed. program already begun, are obtainable from the office of the Coordinator of Graduate Instruction at the Ontario Institute for Studies in Education. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1 to March 31 for the 1966 Summer Session

July 20 for after-hours part-time students in the 1966-67 Session

September 10 for full-time students in the 1966-67 Session.

Final registration will take place as follows:

- For the 1966 Summer Session: Monday July 4, at time and place to be indicated with notice of acceptance.
- For full-time students in the 1966-67 Session: 10 a.m. September 19 at the Ontario Institute for Studies in Education, 102 Bloor St. W.
- For after-hours part-time students in the 1966-67 Session: at time and place of the first meeting of their course, as indicated with notice of acceptance.

Study in Summer Session

March 1-31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, students will be required also to complete and submit additional term work to the instructor by a date in November set by him. Final grades will be mailed to students by the end of December.

Students may enrol for not more than two half-courses in a summer session.

After-Hours Classes in Regular Session

During the Regular Session 1966-67 certain half-courses, including 1101, 1201, 1202-03, 1282, 1283, 1301, 1403, 1430, and 1610, will be offered weekdays at 4.30 p.m. or 7.30 p.m. Units 101 and 102 will be offered Saturdays at 10 a.m. Fully-employed part-time students may enrol for one of these. Details and application forms will be available by May 1.

July 20 will be the last day for receiving applications for enrolment in these after-hours courses.

Examinations and Grades

All examinations will be held in Toronto. Final examinations will be scheduled at the end of the summer session or of the regular session in which the course is offered. Students must sit for examination at that time. In case of inability to write an examination because of serious illness, a student should immediately inform the Coordinator of Graduate Instruction; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without reattending the classes in that course and paying fees as if it were an additional course.

Grades will be assigned as follows:

A - 75% and over

B - 66 to 74% inclusive

C - 60 to 65% inclusive (no degree credit)

F - below 60 (outright failure).

Any student whose work is judged to be unsatisfactory by the committee administering graduate programs in education may be required to withdraw.

Term Assignments

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Instruction.

Non-Credit Seminars and Conferences

In addition to formal programs of study, the Institute is planning to offer a number of seminars, refresher courses and conferences on a wide variety of specialist themes. Opportunities will be afforded for interested graduate students to participate in these in various capacities.

One example is a ten-day invitational *Senior Seminar in Administration* to be offered, in conjunction with urban boards of education, during the 1966 Summer Session.

A further Interprofessional Student-Faculty Seminar is also anticipated during the 1966-67 Regular Session. It will gather graduate students and staff from divisions of the University of Toronto preparing personnel for the helping professions, for the study of problems of common concern.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately \$12 a week. Men should address inquiries to the Secretary's office, Devonshire House, University of Toronto; women should write to Miss Charity Grant, 79 St. George St., Toronto. Meals can be obtained in Hart House.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office at 581 Spadina Avenue, Toronto 4. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on accommodation listed as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location, with reasonably satisfactory quarters usually ranging upward from \$10 a week.

Campus Co-operative Residence, Incorporated, offers co-operative housing arrangements for numbers of students. Inquiries should be addressed to that organization at 395 Huron Street, Toronto 5.

Students from Overseas

In a typical year graduate students in education will be registered from most if not all of Canada's ten provinces, and from a dozen or fifteen countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. But on the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to appropriate overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible overseas students are encouraged to select topics which will permit them to explore systematically the possible implications of the concepts under discussion to their home situation. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies in courses.

An active International Student Centre also exists on the University of Toronto campus. This serves as a focus of informal activity on the part of the thousand or so overseas students enrolled in one or another division of the University in a given year.

Health Service

All inquiries should be directed to the Health Service.

A graduate student not domiciled in Canada must submit a certificate of freedom from disease, including tuberculosis as demonstrated by an X-ray film of his chest. He must also complete his medical examination by the Health Service within one month of registration.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of the following courses:

- (a) 1200 (formerly Unit 221)
OR
1601 (formerly Unit 241)
OR
Former Unit 101 or 102
 - (b) 1011 (formerly Unit 214)
OR
1019 (formerly Unit 211)
 - (c) 1013 (formerly Unit 212)
OR
1301 (formerly Unit 235)
 - (d) One other graduate half-course (or former Unit) in Educational Theory, including those mentioned above.
- (Note: 1013 - Staff Organization in Educational Systems - will not be offered as a half-course in the 1966 Summer Session, but a full course under the same title and numbered 1013-14 will be offered. Students completing 1013-14 will be considered thereby to have met requirements for both (c) and (d) above.)

In this connection an Internship Plan is operated jointly by the Ontario Institute for Studies in Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Details are available from Professor J. Glenn Scott, office of the Coordinator of Graduate Instruction.

RESEARCH ASSISTANTSHIPS AND FELLOWSHIPS

A number of research assistantships and other forms of financial assistance are available for full-time students proceeding to graduate degrees in education. Application forms are available from the Co-ordinator of Graduate Instruction, except where otherwise indicated.

Research Assistantships – up to \$4,200

A number of research assistantships are available for selected full-time students each year (approximately 50 for 1966-67), mainly in one or another of the Divisions of the Institute in which the student's primary study interests lie. Stipends for assistantships, plus accompanying scholarship awards, total up to \$4,200. While research assistantships will normally be reserved for students at the doctoral level, some may be available for Master's candidates. Closing date for receipt of applications: March 1.

Guidance Centre Assistantships – up to \$4,200

A limited number of assistantships in the Guidance Centre, Ontario College of Education, are open to students experienced in the student personnel field who are proceeding to advanced degrees. Closing date for receipt of applications: March 1.

Master's Scholarships – up to \$2,000

Several scholarships of up to \$2,000 are available for outstanding full-time Master's candidates. Preference will be given to those who anticipate future study at the doctoral level. Closing date for receipt of applications: March 1.

The F.W.T.A.O. Fellowship – \$6,000

This annual fellowship for advanced graduate study in education at the University of Toronto has a value of \$6,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. Closing date for receipt of applications: March 1.

Ontario Secondary School Teachers' Federation Awards – up to \$3,500

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of \$3,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctoral degree in a field related to the work

of the schools. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5; closing date for receipt of completed applications is March 31.

(b) S. Hunter Henry Award

A fellowship of \$2,500 is offered annually by the O.S.S.T.F. as a memorial to the late S. Hunter Henry. It is open to members of the O.S.S.T.F. proceeding as full-time students at a university of their choice with a plan of study acceptable to the O.S.S.T.F. Scholarship Committee. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5; closing date for receipt of completed applications is January 31.

(c) Ansley Memorial Awards

An award or awards of up to \$1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

Ontario Public School Men Teachers' Federation Scholarship - \$2,000

This annual scholarship, ordinarily of \$2,000, is open to members of O.P.S.M.T.F. proceeding with full-time post-master's study in a field related to elementary education. Details are available from the Secretary-Treasurer, O.P.S.M.T.F., 1260 Bay Street, Toronto 5.

The William Pakenham Fellowship in Education - \$2,000

The Pakenham Fellowship, usually of \$2,000, is tenable for advanced study in education either at the University of Toronto or at some other university approved by the Senate on recommendation of the Council of the Ontario College of Education. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of the proposed further studies. Details are available from the Registrar, Ontario College of Education, 371 Bloor Street West, Toronto 5. Closing date for receipt of applications: March 1.

University of Toronto Open Fellowships

An increasing number of awards are open to qualified graduate students proceeding to degrees in any graduate department of the University. Included for 1966-67 are several Special Open Fellowships carrying stipends of \$4,000, as well as other fellowships ranging from \$1,000 to \$3,000.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George St., Toronto 5, and completed application forms must be filed not later than March 1.

Canada Council Awards

The Canada Council offers a series of awards in the arts, humanities, and social sciences, tenable in the graduate faculty of any university. Included are Pre-Doctor's Degree Fellowships of an average value of \$2,000 plus travel allowance. Application forms are available from the Scholarships Section, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. Closing dates tend to be December 1, for awards covering the following academic year.

Postdoctoral Fellowships

A number of postdoctoral fellowships are awarded annually by the University of Toronto to candidates wishing to conduct research in any area of the humanities, or the social, physical, or biological sciences. Applications, on the prescribed form, must be submitted not later than March 1 to the Secretary, School of Graduate Studies, 65 St. George Street, Toronto 5.

FEES

Information concerning fees is contained in the calendar of the School of Graduate Studies. Fees are subject to change by the Board of Governors of the University of Toronto. The following schedule is in effect as of February, 1966:

M.A. and Ph.D. candidates, each academic year of full-time study:

Men - \$475; women - \$455.

These fees may be paid in two instalments.

M.Ed. and Ed.D. candidates, each academic year of full-time study:

Men - \$320; women - \$300.

Supervision of thesis: \$125.

These totals include an academic fee of \$280, and required incidental fees of \$8 for Students' Administrative Council, \$10 for Health Service, \$2 for Graduate Students' Union, and \$20 for Hart House (men only).

Part-Time Students in Regular Session

one graduate course	- \$102.00
each additional course	- \$ 90.00
half-course	- \$ 56.00
after-hours half-course	- \$ 70.00

Students in Summer Session

one half-course	- \$ 70.00
two half-courses	- \$125.00

Included in the above are examination, incidental and degree fees, except that students submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of \$62.

Fees are payable at the Chief Accountant's office of the University of Toronto when the student's application has been accepted and fees form obtained. Fees forms are obtainable from the office of the School of Graduate Studies for M.A. and Ph.D. candidates, and from the office of the Coordinator of Graduate Instruction for M.Ed. and Ed.D. candidates.

A late payment fee of \$10 will be assessed against any student whose fees are not received at the Chief Accountant's office by October 5, plus \$1 per day of delay beyond that to a maximum of \$20. If fees remain unpaid as of November 5, the student will be considered as not registered.

In Summer Session a late payment fee of \$10 will be assessed where fees have not been received at the Chief Accountant's office by July 8. If fees remain unpaid as of July 15, the student will be considered as not registered.

STATUS OF STUDENTS ENROLLED IN DEGREE PROGRAMS PRIOR TO THE DATE OF THIS BULLETIN

Programs and courses leading to University of Toronto graduate degrees in Education as described in this bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in previous years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965-66 regular academic session or earlier will be permitted to fulfil requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66* as published by the Ontario College of Education.

1. *The Degree of Bachelor of Education*

No new applicants will be accepted into the B.Ed. program as described in the bulletin named above. In effect, in the future students will enrol for an eight-unit M.Ed. program, rather than the former sequence of a two-unit B.Ed. followed by a six-unit M.Ed.

For students already embarked on a B.Ed. program who have not yet completed it, the Institute will continue to provide Units 101 and 102 (the actual courses of that B.Ed. program) in the 1966 summer session and after-hours in the 1966-1967 regular academic session. The Ontario College of Education will recommend candidates who successfully complete a B.Ed. program in this way to the Senate of the University of Toronto for conferral of the degree.

It is anticipated that in the future a different type of B.Ed. program may be offered by Ontario Colleges of Education. The Institute itself has no plans to offer a B.Ed.

2. *The Degree of Master of Education*

Since for the great majority of students in recent years the University of Toronto B.Ed. has not been an end in itself but rather a necessary preliminary to an M.Ed. program proper, students holding a University of Toronto B.Ed. with A or B standing will be admitted to an M.Ed. program of six half-courses rather than to the new program of eight half-courses, provided that no student will be accepted in this way later than the 1967-68 academic year, nor will any student be so accepted who completed the B.Ed. earlier than 1962.

Students who for various reasons have been permitted to enrol for other units in education prior to completing the B.Ed. Units 101 and 102 may, with the permission of the Coordinator of Graduate Instruction and providing that their standing is otherwise adequate, substitute other half-courses for units 101 and 102 to complete an M.Ed. program of eight half-courses.

3. The Degree of Doctor of Education

Students enrolled as Ed.D. candidates in the 1965-66 regular academic session or earlier may fulfil requirements for the degree under the then-existing regulations. This also applies for certain students proceeding with a planned program of pre-doctoral study, but not yet formally accepted to Ed.D. candidacy.

4. Identification of Students with a Field of Specialization

Henceforth applicants for admission to graduate degree programs in education will be required to declare their intended field of specialization (see pages 17 to 34), and will be assigned to a faculty advisor in this particular field. Students already proceeding to degrees are also strongly advised to become identified with a Division or field of specialization appropriate to their interests, to the extent that courses remaining to be completed make this possible. At time of next re-registration, therefore, such students will be assigned individually to faculty advisors.

PREVIOUS UNITS EQUIVALENT TO PRESENT COURSES

Courses of instruction for 1966-67 have been renumbered, re-organized, and expanded. The following list indicates rough equivalence between units as previously offered, and the current courses. Students who have already completed a given unit may not enrol for credit in the equivalent course as listed, without special permission from the Coordinator of Graduate Instruction.

	<i>Previous Unit</i>	<i>Equivalent Course</i>
101	Our European Heritage	1402
102	Our North American Background	1403
206	Comparative Education	1460
207	Sociology of Education	1482
208	Modern Philosophies of Education	1430
210	History of Education in Canada	1403
211	School Law and Administration of Education in Ontario	1019
212	Supervision	1013
214	Administration of Public Education in Canada	1011
217	Educational Finance	1017
221	Psychology Applied to Elementary Education	1200
222	Psychology Applied to Secondary Education	1200
225	Introduction to Personality Theory in Relation to Education	1204
226	Mental Health in Education	1201
227	Introduction to Guidance	1260
229	Psychology Applied to Atypical Children and Youth	1280
235	Current Practices in Elementary Education	1301
236	Curriculum Development	1300
238	Diagnosis and Remedial Instruction	1305
239	Introduction to Adult Education	1100
240	Current Practices in Secondary Education	1302
241	Educational Measurement and Evaluation I	1601 or 1602
242	Elementary Statistics	See notes in brackets following description of 2060, 2065, 2066
243	Intermediate Statistics	
246	Educational Measurement and Evaluation II	
		1600, 1610

251	Research in Education	See notes in brackets following description of 2060, 2065, 2066
261	Historical Development of Mathematical Thought	1306
263	Adult Learning and Teaching	1101
264	Programmed Instruction	1370
271	Theories of Counselling	1202
272	Behaviour Disorders in Children and Youth	1284
273	Counselling — Techniques and Practicum	1203
274	Educational, Occupational and Industrial Information	1261
276	Organization and Administration of Guidance Services	1262
281	Psychology and Education of the Mentally Retarded	1281
301	History of Educational Thought to 1750	1401
302	History of Education in Great Britain	1405
303	History of Education in the U.S.A.	Forthcoming course with the same title
304	History of Education in Ontario	Forthcoming course with the same title
306-7	Studies in the History of Higher Education in Canada	3407-08
322	Individual Psychological Testing	1205
323	Advanced Work in Guidance	1265
341	Theory and Practice of Test Construction	3605
342	Advanced Statistics	2067
351	Specialized Research Methods	4055

